

ANNUAL REPORT

2022

VISION

**A QUALITY EDUCATION
FOR EVERY CHILD.**

MISSION

To mobilize partnerships and investments that transform education systems in developing countries, leaving no one behind.

GOAL

To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

PRIORITY AREAS

Access; Early learning; Equity, efficiency and volume of domestic financing; Gender equality; Inclusion; Learning; Quality teaching; Strong organizational capacity.



Strengthen gender-responsive planning and policy development for system-wide impact.



Mobilize coordinated action and financing to enable transformative change.




Strengthen capacity, adapt and learn, to implement and drive results at scale.

OBJECTIVES



Mobilize global and national partners and resources for sustainable results.



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FOREWORD

LAURA FRIGENTI

Chief Executive Officer



As 2022 ended, there was hope that education was finding its rightful place on center stage of the world's agenda. The COVID-19 pandemic was slowly receding as an immediate threat, allowing education policy makers and their partners an opportunity to finally put education systems back on their feet.

The landmark Transforming Education Summit in September focused global attention on the scale of the widening education crisis and on the scope of the response needed to meet it. But heading into 2023, these efforts were complicated by overlapping crises including natural disasters, food shortages, economic hardship and the displacement of millions of people by conflict and climate change.

Education should be at the forefront of all efforts to achieve equitable growth and sustained social and political stability. Neglecting the plight of education across the globe will condemn a generation and leave us facing dire consequences socially, politically and economically. Education is a crucial springboard for stronger economies and fairer, more stable societies.

The UN Development Programme estimates that, all else being equal, an additional year of schooling can reduce the likelihood of voluntary recruitment into extremist movements by 13 percent. Research also suggests that 12 years of quality education for every girl

could create US\$30 trillion in lifetime earnings, while also reducing the chance of conflict by as much as 37 percent. Instead, this generation is at risk of losing \$21 trillion in potential lifetime earnings, representing 17 percent of current economic output.

As the world grapples with conflict, a changing climate and a resurgence of sweeping economic pressures, such a loss is unthinkable. It is also preventable, if countries recognize the urgency and provide the leadership and resources that can get more girls and boys learning.

The scale of the challenge is daunting, but the Global Partnership for Education (GPE) continues to bring together the skills, resources and intent to support a growing number of partner countries seeking to transform their education systems.

During 2022, we welcomed Angola, El Salvador, Eswatini, Fiji, Guatemala, Indonesia, the Philippines, Tunisia and Ukraine to the GPE community of nearly 90 countries. We approved the first grants under the GPE 2025 Strategic Plan. Altogether, GPE grants leveraged cofinancing of around \$1 billion from development partners and foundations, more than three times the \$300 million it approved from its own funds in 2022. Partner countries were drawing on active GPE grants worth \$3 billion – the largest amount in 7 years.

GPE continued to refine its approach under GPE 2025, which is being embraced by countries to align support behind a priority reform with the greatest chance of triggering systemwide change. Across 2022, 13 partner countries drew up new partnership compacts under the GPE 2025 framework to set out how they would improve learning, early childhood education, and teacher development and training based on specific, coordinated support from GPE and others.

For Ghana, Nigeria and Sierra Leone, that support in 2022 included lessons shared through the Knowledge and Innovation Exchange (KIX) to improve learning for girls and children with disabilities. Grants from Education Out Loud across 63 countries and states promoted civil society engagement, giving them a stronger voice in key policy changes.

GPE also remained closely allied with countries facing severe crises by providing accelerated funding to countries including Afghanistan, Ethiopia and Somalia that benefited the most vulnerable children, particularly girls.

In 2022, GPE marked its twentieth anniversary and in those two decades, more than 160 million more children were able to attend school in partner countries. I am confident that GPE will be even more effective in the crucial years ahead thanks to the lessons we've learned, and the growth and strength of our partnership.



Laura Frigenti
Chief Executive Officer
Global Partnership for Education

Laura Frigenti joined GPE as Chief Executive Officer in December 2022. Laura arrived with more than 30 years of experience in global development, gained through her service in multilateral institutions, the Italian government, global nonprofit organizations and the private sector where she led the Global Development Assistance Service Practice at KPMG. An increasing amount of her work in the aftermath of the pandemic was dedicated to vaccine distribution and COVID-related issues, as well as supporting governments to improve social protection measures targeting the most vulnerable.



Laura Frigenti at the December 2022 Board of Directors meeting in Paris, France.
GPE/Emmanuelle Jacobson-Roques

HIGHLIGHTS OF 2022

LAURA FRIGENTI was appointed GPE's Chief Executive Officer.

GPE celebrated **20 YEARS** of investing in quality education for every child.



Ghana's President Nana Akufo-Addo was appointed the new GPE champion on education financing.

GPE approved close to US\$300 million in new grants to 41 countries. The GPE active grant portfolio reached nearly **US\$3 BILLION.**

The Girls' Education Awareness Program launched in Kenya with the government and private sector partners Ecobank Foundation, Avanti Communications and Rotary International.

14 Ministers of Education from sub-Saharan African signed the Freetown manifesto for gender transformative leadership in education.



Multiplier grants were approved in 9 countries totaling **US\$156 MILLION** leveraging US\$786 million in cofinancing from 26 partners.

Ministers of Education representing 80 partner countries signed the Ministerial communiqué on transforming education at scale at the Transforming Education pre-summit in Paris in June.

The GPE Knowledge and Innovation Exchange and Education Out Loud were both extended to 2027, with an additional US\$80 million and US\$60 million respectively.



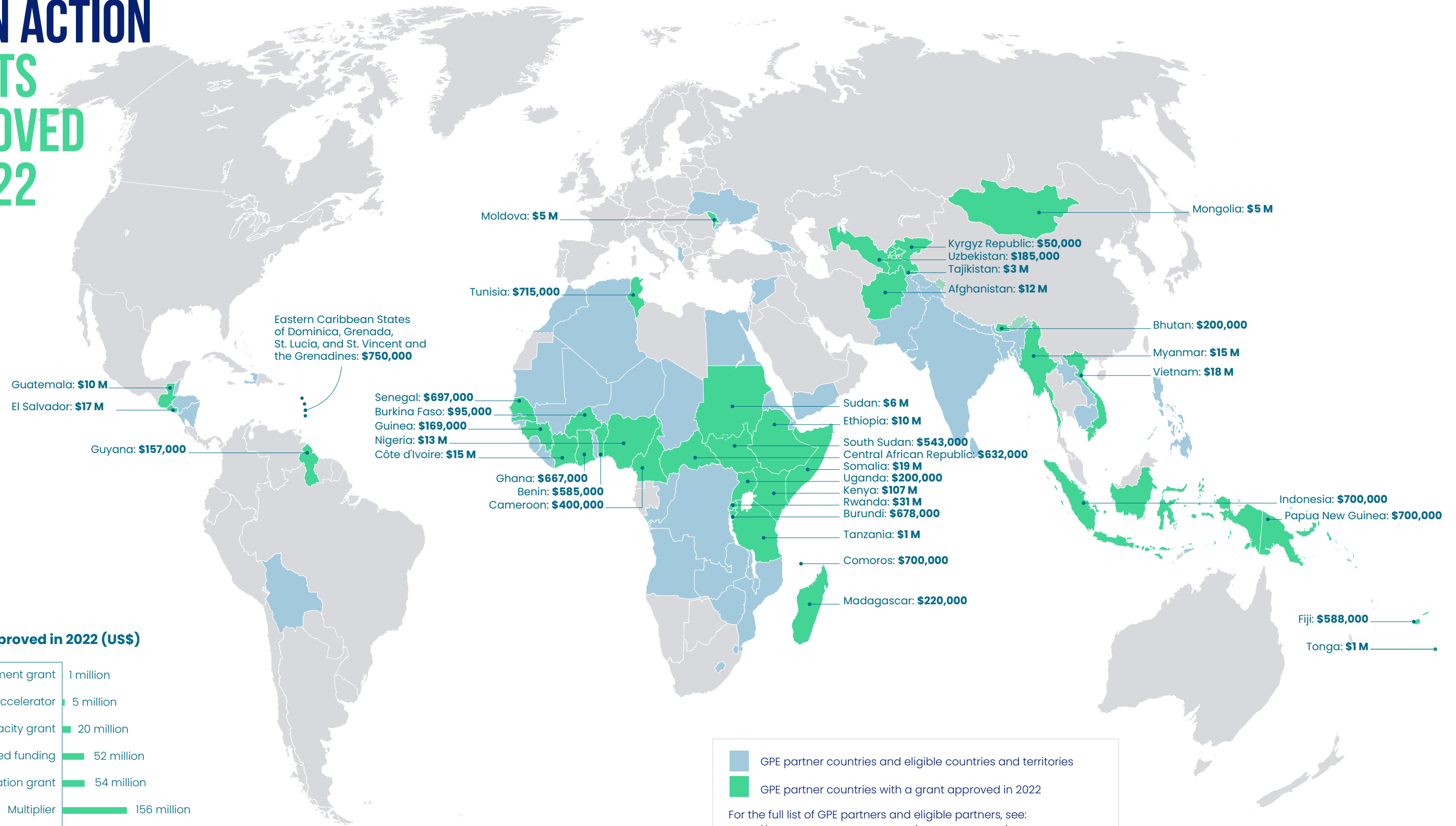
10 COUNTRIES joined GPE: Angola, El Salvador, Eswatini, Fiji, Guatemala, Indonesia, the Philippines, Qatar, Tunisia and Ukraine. Qatar joined the partnership with a pledge through Education Above All.

At the Transforming Education Summit in New York in September, GPE called on world leaders to urgently commit more and better financing for education.

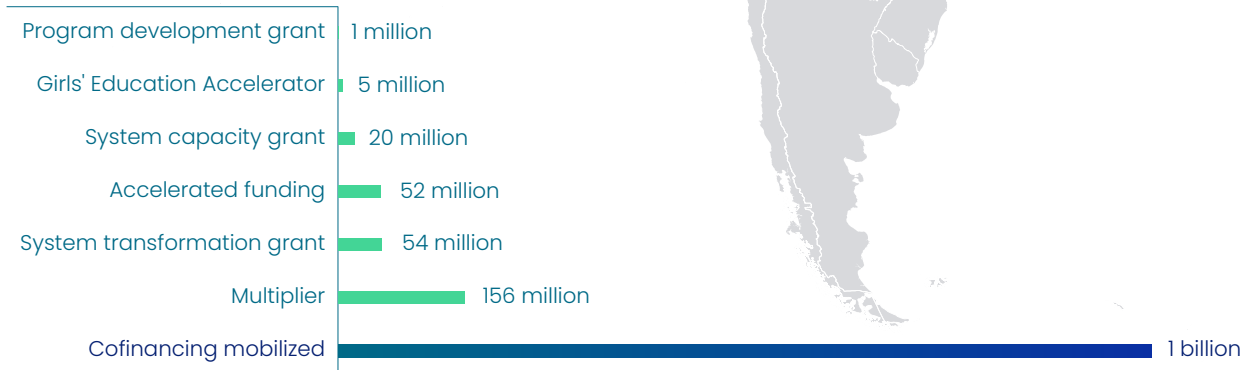
The cofinancing and co-creation of a dedicated and additional window of the GPE Knowledge and Innovation Exchange between the LEGO Foundation, GPE and the International Development Research Centre led to **FIVE NEW RESEARCH INITIATIVES.**

GPE IN ACTION

GRANTS APPROVED IN 2022



Grant types approved in 2022 (US\$)



■ GPE partner countries and eligible countries and territories
■ GPE partner countries with a grant approved in 2022

For the full list of GPE partners and eligible partners, see: <https://www.globalpartnership.org/where-we-work/partner-countries>.

TRANSFORMING EDUCATION



Student and teacher in the classroom,
School 30, Kulob, Khatlon Region, Tajikistan.

GPE/Kelley Lynch

Against the background of the profound and lingering impacts of the COVID-19 pandemic, the shocks of severe climate events and the sudden onset of inflationary and budgetary pressures worldwide, GPE continued to achieve results while shifting to new and ambitious ways of working with partners. From fostering policy discussions at the country level through to sustained grant support, GPE worked with its partners to target the roadblocks to education reforms and transformation. GPE ensured that its partner countries' aims to achieve a quality education for every child received full backing from well-coordinated and fully informed stakeholders.

In 2022, GPE approved \$300 million in new grants for 41 countries, while the level of active grants reached \$3 billion—the highest it's been since 2015. Rollout of the GPE 2025 strategic plan began to benefit partner countries in galvanizing resources and aligning efforts—including GPE's—behind a priority reform that they selected as having the potential to catalyze systemwide change.

El Salvador, Kenya and **Rwanda** became the first countries to secure financing under the GPE 2025 approach. All three are approved for GPE Multiplier grants, with Kenya receiving a \$53.5-million system transformation grant and a \$50-million GPE Multiplier. Together with investments from the **LEGO Foundation** and the **World Bank**, Kenya will be able to access \$313.5 million in total to boost the quality of education and the availability of early learning opportunities.

GPE continued to elevate the platform of partner countries and their children in key leadership forums, most notably at September's Transforming Education Summit where there was broad recognition of the depth of the ongoing education crisis and the need for an urgent and significant boost in funding to education. GPE contributions served to amplify the voices of

education ministers and their allies at a crucial time for shaping the post-COVID-19 agenda.

GPE maintained a strong focus on core priorities for partner countries, specifically advancing

gender equality, improving education even in the face of conflict and fragility, recovering from COVID-19, reimagining learning in the era of climate change and boosting education spending while making it work harder than ever.

Figure 1. Partnership compact focus areas as selected by 13 partner countries



The GPE approach

GPE began rolling out a more inclusive and flexible approach across 45 countries during 2022, piloting and then scaling up the vision set out in GPE 2025. In concert with GPE and other partners, countries pursue a priority education reform with the greatest potential for systemwide transformation, identifying any obstacles and aligning the technical and financial support to overcome them.

Countries are encouraged to raise their ambition for getting all boys and girls a quality education by specifying how the chosen priority reform will also advance the cause of gender equality. The country then sets out its own path in a partnership compact that serves to focus GPE resources and all other partners while defining accountability.

During 2022, 13 countries finalized or completed partnership compacts, defining the priority reform they expect will remove key obstacles

Foundation learning in Lesotho

In Lesotho, the Ministry of Education and Training acted on data from a GPE Knowledge and Innovation Exchange project that showed only 17 percent of children in Grade 3 had achieved the expected reading skills and that fewer than 10 percent had the expected numeracy skills. Consequently, Lesotho is strengthening children’s foundational literacy and numeracy skills by applying new models such as Teaching at the Right Level and structured pedagogy. At the end of 2022, the Ministry planned to further incorporate project findings into a comprehensive national strategy for learning continuity.



to systemwide change in their education systems. The reforms that countries specified showed an urgency in improving gender equality, learning outcomes, boosting inclusion as well as early childhood education and teacher training (as shown in Figure 1).

GPE also ensured that countries could access a range of resources to support their education initiatives during the rollout of the GPE 2025 approach. Out of the \$300 million total in grants approved during 2022, around two-thirds (\$203.6 million) were provided to countries applying under GPE 2025.

In June 2022, **El Salvador** became the first partner country to access the **Girls’ Education Accelerator**. El Salvador developed a partnership compact that advances the girls’ education component within the *Creceer Juntos* (Growing Together) early childhood education policy. The country’s partnership compact—as with those developed by countries like **Guyana**, **Rwanda**, **Senegal and Tanzania**—showed that the consultative process that is at the heart of GPE 2025 can benefit the design, scope and targeting of education reforms.

Learning and adapting

Since introducing GPE 2025, GPE has adapted its approach by enhancing the learning and collaborative elements that partners cited as being among its strongest attributes.

Some countries found that the analysis they performed under GPE 2025 revealed a lack of relevant and reliable data that was blunting their efforts to equitably target resources. Some raised concern about the sustainability of financing their education sector, notably as a result of increasing debt servicing costs. Based on these experiences, GPE continues to find ways for partner countries to get the resources they need for developing capacity across critical areas of their education sectors while also creating opportunities for them to share their lessons with each other to accelerate progress. By drawing on shared experiences, countries new to this more inclusive path can quickly learn how to bring together key voices in education and align them with their strategies and plans.

In a joint effort with a range of education partners, including GPE, **Tanzania** looked at all the factors influencing education sector performance, identifying areas for reform



I think the greatest strength of the GPE approach is the partnership. We had to identify all the interventions that we had within the country. It wasn't easy for us to agree on the priorities, but we had to do that to work together. Through the process we noted that it's possible to agree on priorities, and it's possible to finance these priorities together."

Stella Mayenje, National Program Officer for Education, Swedish International Development Agency

as well as potential barriers, including large class sizes. Partners saw opportunities for significant reforms, choosing teacher workforce planning and management as important reform areas. They also identified gender equality and inclusion as well as the teaching and learning environment. In 2022, the Tanzanian government and its partners set out these priorities in a partnership compact, specifying ways they could work together to better recruit, train and deploy new teachers, while also improving teacher motivation and professional development.

One key adaptation to GPE's approach emerged after participation in the Global Disability Summit in February 2022, which urged the world to make a stronger commitment to highlight and address disability issues. GPE requires partner governments to consider inclusive education issues in all grant applications to ensure children with disabilities can benefit from GPE-supported programs.

Inclusive policy dialogue and effective coordination is central to strengthening GPE's approach. All countries that have developed partnership compacts have also examined to what extent current sector coordination practices might pose barriers to reform efforts, with some making use of GPE's system capacity grant. In 2022, GPE approved \$4.9 million to strengthen coordinated action and financing. This funding contributed to the creation of a reform coordination unit in **Tajikistan** and

a multi-agency technical working group for coordination and collaboration on gender equality and girls' education in **Kenya**. It also supported **Senegal** in carrying out assessments of sector coordination practices and joint monitoring.

Working together to support countries

The severity of recent crises has shown the urgent need to make education systems more effective, resilient and sustainable if they are to deliver for children in the 21st century. In 2022, GPE responded to country demand to build expertise in areas that will promote system transformation, piloting three new partnerships that offer expertise, solutions and resources to match governments' ambitions for transformation.

To strengthen education sector monitoring, evaluation and learning, GPE procured the advisory services of **Social Impact** to work with the **Organisation of Eastern Caribbean States Commission**, ministries of education in **Dominica, Grenada, Saint Lucia, Saint Vincent and the Grenadines**, and up to three additional countries under a \$1-million allocation.

Leveraging expertise within the partnership, GPE competitively selected **Save the Children** and **UNESCO** to work with **Malawi** and **Zimbabwe** to strengthen their capacities to mainstream climate change adaptation and environmental sustainability into education

sector plans, budgets and strategies as well as to enhance education ministry capacity for cross-sectoral coordination. In addition, the **Education Data Leadership Program** is testing an approach in **The Gambia** and **Kenya** to bring together a consortium of corporate partners—**Cisco, Microsoft, Intel, IBM** and **HP**—to offer in-kind expertise for better collecting, organizing, storing, using and sharing of education data. Based on initial results in these pilots, GPE will adapt and potentially scale this support to more countries in 2023.

Partnering to foster innovation and exchanges

Nine new partner countries joined GPE during 2022: **Angola, El Salvador, Eswatini, Fiji, Guatemala, Indonesia, the Philippines, Tunisia** and **Ukraine**. Altogether, the nearly 90 partner countries are home to around 670 million school-age children.

In 2022, GPE continued to play a key role in matching the unique strengths of its partners to urgent and underfunded initiatives, concentrating their resources for greatest impact and efficiency. Taking the opportunity presented by so many partners coming together at the Transforming Education Summit, GPE and **Sierra Leone** co-hosted a funders' meeting to focus on supporting the country's partnership compact that targets foundational learning.

GPE's Girls' Education Awareness Program mobilized further support from a group of corporate partners, comprising **Ecobank, Econet, Avanti Communications** and **Rotary International** to provide their communications and outreach expertise to support ministries of education in raising awareness around girls' education in **Kenya** and **Ghana**.

Strengthening civil society

Education Out Loud funds activities supporting civil society involvement in decision-making to shape education policy that is more responsive to community needs, in particular those of disadvantaged and marginalized families. By the close of 2022, Education Out Loud had provided more than 70 grants in 63 countries and states, including projects for civil society in nine new countries: **Afghanistan, Angola, Chad, the Arab Republic of Egypt, El Salvador, Guinea, Haiti, Indonesia** and **Tunisia**.

Civil society organizations drawing on grants from Education Out Loud have been instrumental in influencing 90 national policy changes towards human rights-based approaches in 34 different countries.

A midterm review of Education Out Loud, published in June 2022, found that the fund's goals were well-aligned with the GPE 2025 strategy and that its activities were being strongly implemented.

GPE Knowledge and Innovation Exchange

Throughout 2022, the GPE Knowledge Innovation Exchange (KIX) worked with countries through its four regional hubs to use information and evidence to refine policy priorities and adapt effective approaches to their own needs.

The KIX Africa 21 hub organized a series of national policy dialogues in **Benin, Burkina Faso, Guinea-Bissau, Senegal** and **Togo**. These dialogues brought together key stakeholders in each country, including ministries of education, teachers and teacher training institutions, to work on potential strategies for disseminating

and using educational innovations and knowledge. In Togo, these dialogues resulted in a strategy for integrating new knowledge and innovations into the national education system.

The dedicated and additional financing window—a collaboration between the **LEGO Foundation**, GPE and the **International Development Research Centre**, launched in 2021—saw the launch of five new research initiatives in 2022. The various projects, all focused on sub-Saharan Africa, explore how play-based learning and innovative

pedagogies can improve children's development and learning outcomes, as well as provide insights into how parents, educators and governments can best support early learning.

Confirming KIX's direction and value as a resource for partners, a 2022 mid-term review demonstrated strong implementation progress and high demand.



Six-year-old students Rom Raksmei, left, and Ee Lykay, right, read from a mathematics textbook in Cambodia.

GPE/Roun Ry



GPE YOUTH LEADERS

In 2022, GPE partnered with more than 40 youth leaders: young education activists based in 20 partner and donor countries. They raised awareness of the barriers to education and campaigned to increase the ambition of leaders for financing education and development. Their voices helped to protect education financing, encourage pledges to GPE and keep global education financing on the political agenda, for example at the G7 and G20.

GPE is dedicated to amplifying the messages of youth leaders. At the Transforming Education Summit, youth leaders spoke with world leaders and policy makers in donor countries and joined civil society and other young people to build political will for education. They organized events and created momentum on social media, using International Youth Day to share their ambitions for the Transforming Education Summit. In addition, the [futures livestream](#) on the GPE site gave youth leaders the chance to share their views with policy makers from Germany and Rwanda. At the Preventing Sexual Violence in Conflict Ministerial Conference, Youth Leader Josephine Kamara spoke on a panel with [Minister David Moinina Sengeh from Sierra Leone](#) about ending the ban on pregnant girls in school in Sierra Leone.

Josephine Kamara with Minister David Moinina Sengeh at the Preventing Sexual Violence in Conflict Ministerial Conference.

Together for Girls



GPE RESULTS

The 2022 GPE Results Report shows that in partner countries:



107 MILLION

students were reached through GPE grant activities.



56 MILLION

textbooks were distributed.



Over

675,000

teachers were trained.



8,500

classrooms were built or renovated.



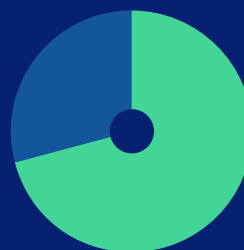
- **6 out of 10 children** have access to at least one year of pre-primary education.



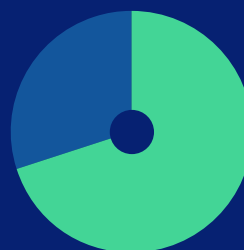
- **7 out of 10 children** complete primary school.



- almost **6 out of 10 children** complete lower secondary school.



71% of partner countries increased their share of education expenditure or maintained it at the 20% benchmark or above.



Almost **70%** of local education groups in partner countries are **inclusive**, with representation from civil society and teacher organizations.

GPE AT THE TRANSFORMING EDUCATION SUMMIT



At the Transforming Education Summit in New York in September 2022, GPE called on world leaders to sustain strong ambitions for children and to urgently commit much more and better financing to address a profound crisis in education, accelerated by conflict, the food and fuel crises, climate change, inflation and COVID-19. In several events focused on gender, GPE pushed world leaders to prioritize equality between girls and boys through education to leverage transformative change.

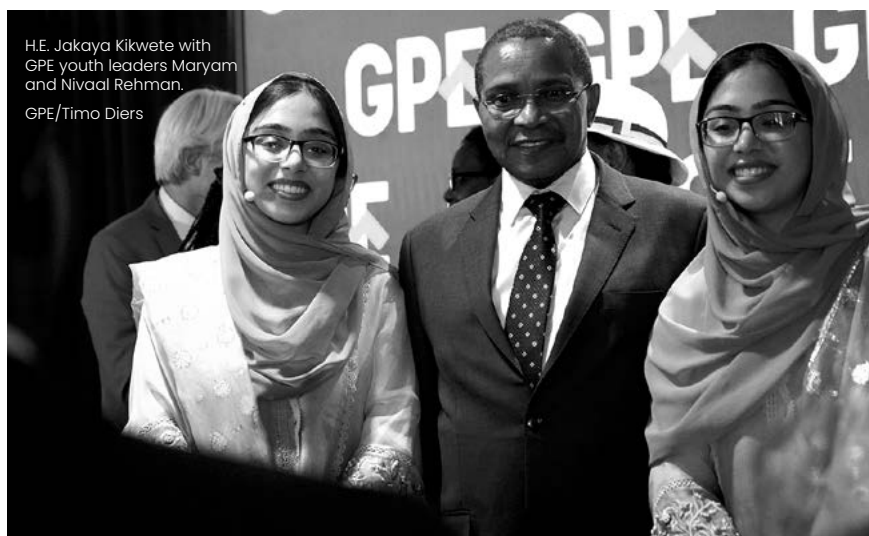
During the Summit, GPE convened donors, the private sector, civil society and foundations around innovative approaches to financing, including ways to convert national debt payments into education spending.

GPE welcomed President Nana Akufo-Addo of Ghana as a champion for domestic financing, taking up the mantle from former President Uhuru Kenyatta of Kenya, architect of the Heads of State Declaration on Education Financing. The Declaration commits leaders to allocate at least 20 percent of public spending to education. More than 20 countries, mostly from the African continent, have already signed on—accounting for US\$200 billion over five years to help girls and boys learn—and the momentum is growing.

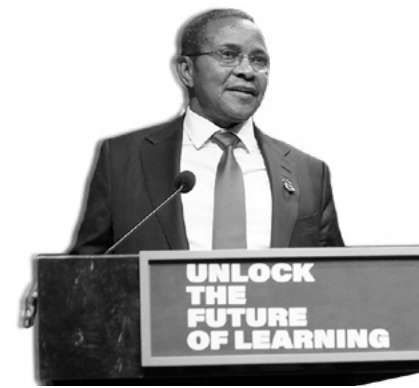
"Transform education systems to be adaptable to climate change."

Maryam and Nivaal Rehman

GPE youth leaders



H.E. Jakaya Kikwete with GPE youth leaders Maryam and Nivaal Rehman.
GPE/Timo Diers



GPE Board Chair H.E. Jakaya Kikwete speaks at the Transforming Education Summit.
GPE/Timo Diers

"We must engage young people directly as agents of transformation."

GPE youth leaders Cynthia Nyongesa and Maryam and Nivaal Rehman ensured world leaders heard the voice of those whose futures are at stake. They called for a total commitment to funding for education, gender equality and profoundly transformed education systems.



GPE youth leader Cynthia Nyongesa at the Unlock the Future of Learning Festival.
GPE/Timo Diers



H.E. Jakaya Kikwete and Patrice Evra.
GPE/Timo Diers



H.E. Jakaya Kikwete with Malala Yousafzai.
GPE



GPE Acting CEO Charles North.
GPE/Timo Diers

GPE endorsed:

- › [Call to Action on Advancing Gender Equality](#)
- › [Commitment to Action on Education in Crisis Situations](#)
- › [Commitment to Action on Foundational Learning](#)
- › [Call to Action on Investing More, More Equitably and More Efficiently in Education](#)
- › [Call to Action on Greening Education Partnership](#)

GENDER EQUALITY

The GPE 2025 strategy affords partner countries new opportunities to target the barriers to achieving gender equality, including access to schooling and the perpetuation of gender inequality within their own education systems.

Of the 13 countries that developed or were finalizing their partnership compacts in 2022, all considered how their choice of a priority education reform would advance gender equality. The specific obstacles to equality captured in each partnership compact highlighted the vital importance of each country tailoring its response as well as the multifaceted nature of this global challenge. In **Tanzania**, the government flagged the need to improve the number of girls transitioning from primary to secondary schools, while **Nepal** targeted gender-based violence. Several countries, including **El Salvador** and **Cambodia**, cited the need to end harmful stereotypes and cultural norms that hold girls back from learning.

GPE supports these ambitions by ensuring that progress on gender equality is fully addressed within every partner country's priority reform based on evidence identifying the specific obstacles to progress.

During the year, **Ghana, Nigeria** and **Sierra Leone** applied KIX research as they scaled up learning programs for girls and children with disabilities. In **Madagascar** and **Tanzania**, evidence derived from KIX projects and hubs helped inform policy and decision-making to promote gender equality.

All **KIX hubs** organized webinars, virtual learning events, conferences and workshops

intended to contribute to policymaking on topics such as preventing school-related gender-based violence and strategies for inclusion.

Gender equality is also central to GPE's advocacy at the local, country and global levels. For example, **Education Out Loud** supported a national education coalition in **Mongolia** as it advocated for an increase in education spending that be more equitable and gender-responsive. The government approved a budget resolution boosting the budget and incentivizing schools to be more inclusive of children with disabilities.

Equality is also the core mission for the **Girls' Education Accelerator**. This special-purpose fund continued to garner support from funders and partners, with **Denmark's Ministry of Foreign Affairs and the LEGO Foundation** pledging together around \$15 million in early 2022. By the end of the year, pledges totaled \$176.5 million to the Girls' Education Accelerator, advancing toward the initial target of \$250 million. In a milestone for the fund, **El Salvador** and the **Democratic Republic of Congo** became the first countries to secure allocations from the Girls' Education Accelerator.

GPE's COVID-19 financing also supported country efforts to prevent and mitigate another tragic pandemic side effect: violence against children, including gender-based violence. For example, in **Burundi** 2,700 students and teachers received personalized psychosocial assistance, while in **Mozambique** 20,900 children benefited from a sensitization program focused on minimizing the negative impacts

of school closures, including preventing gender-based violence and unequal social norms. **UNICEF** worked together with both governments as their grant agent for GPE funding.

GPE is also learning more about how to improve its support to countries as they seek a deeper understanding of the challenges of gender inequality. In developing their partnership compacts, countries told us of the need for obtaining more and better data as well as evidence about the nature of inequalities in education systems.

GPE created a dedicated Gender Hub within its Secretariat to better coordinate GPE's efforts to develop additional resources, provide staff training and explore new ways to ensure partner countries can access specialized support and expertise.

GPE stepped up its advocacy for gender equality in education at prominent regional and global forums throughout 2022, working with partners to call attention to issues like gender-based violence in schooling at the Transforming Education Summit and through the Gender is My Agenda campaign before the 2022 African Union Summit.

EL SALVADOR AND THE GIRLS' EDUCATION ACCELERATOR

For [El Salvador](#), tackling the root causes of gender inequality in learning began with dialogue between education partners to identify gender bias across the education system. This led to an identification of gender inequality as a key obstacle to system transformation as well as the recognition that action needs to be integrated across the wider set of education priorities. The government, with the local education group in El Salvador, produced a partnership compact prioritizing early childhood learning, with a strong focus on gender equality. The compact was the cornerstone for securing the grants from the Girls' Education Accelerator and the Multiplier, which will support efforts to develop gender-sensitive texts and learning materials as well as ensure more equitable standardized learning assessments.

El Salvador became the first country to access the Girls' Education Accelerator, combining \$5 million from this specialized fund with a \$10-million GPE Multiplier grant. The grant furthers the girls' education component of the *Crecer Juntos* (Growing Together) early childhood education policy, endorsed by the local education group through their partnership compact, and selected as a policy priority to transform the education system.



A student takes notes during a math lesson in El Salvador.

World Bank

CONFLICT AND FRAGILITY

In 2022, nearly half of GPE's 82 partner countries were considered to be in fragile or conflict-affected condition, a proportion that has climbed steadily for more than a decade.

Joining GPE in 2022, **Ukraine** became eligible for US\$43 million in grants to support a wide range of activities, from psychosocial support for teachers and children to digital transformation of learning activities.

After the removal of **Afghanistan's** government in August 2021, GPE and other education partners focused on preventing the education system from collapsing while seeking to safeguard the right to education for all Afghan children—particularly girls, who have been excluded from secondary school since September 2021. Working with partners, existing resources were reprogrammed. GPE extended one grant of \$20 million and subsequently boosted it by another \$2 million, supporting 150,000 students to continue their education. An additional \$10 million was approved to support textbook distribution, with a focus on girls.

In **Ethiopia** and **Somalia**, GPE provided accelerated grant funding totaling \$50 million to sustain school feeding programs for 350,000 of the most vulnerable children.

In **Bangladesh**, the government adopted a new curriculum framework with more nuanced forms of assessment for students up to Grade 3—a move backed by civil society organizations including a coalition supported by **Education Out Loud**.

GPE's support remains focused on long-term system transformation even in the midst of upheaval. In partnership with **UNICEF**, GPE funds enabled the hiring of 2,162 women as teachers in **Yemen** to encourage more girls to enroll, while hundreds of Syrian children with disabilities are getting their first chance to learn through non-formal education programs and new, accessible learning centers in a number of governorates and sub-districts in the country's northeast.

In early 2023, an earthquake in **Syria** destroyed or damaged hundreds of schools, and turned others into shelters. More than 2.5 million children live in areas affected by the disaster. GPE approved \$3.8 million in immediate funding for school repairs, school meals and psychosocial support and is working toward a broader package of support of around \$50 million over 3 years.

In **The Gambia**, Education Out Loud supported a group of civil society organizations to successfully urge the government to postpone two crucial examinations by several months to allow participation of excluded children, particularly internally displaced students affected by the conflict near the Gambia-Senegal border.

Experience supporting partner countries to keep their education systems functioning in the face of such hardships led GPE to update its *Operational Framework for Effective Support in Fragile and Conflict-affected Contexts* to reflect lessons learned.

SOUTH SUDAN

South Sudan has been striving to get more children into school, many for the first time, only to confront new obstacles through flooding and the COVID-19 pandemic. The country has one of the world's highest proportions of out-of-school children, as about 3 in 5 of the estimated 4.8 million school-age boys and girls have never set foot in a classroom or have dropped out. Girls represent the largest group of out-of-school children and face high barriers to getting an education due to long distances to school, poor sanitary conditions, lack of security and poverty.

Working with the government and UNICEF, GPE supported a mapping exercise to identify locations with the highest concentration of out-of-school children, and profiled their learning levels and educational needs before rolling out enrollment campaigns to their communities.

Work began on constructing, rehabilitating and expanding 2,000 classrooms for early learning, primary, upper primary, alternative education systems and community education centers.

School construction happens in partnership with local communities, who contribute labor and local materials.



Teacher Adam Gabriel checks the work of his students during a history lesson at St. Bakhita primary school in Yambio Province, South Sudan.

GPE/Jok Solomon

COVID-19 RECOVERY

Recovery from the pandemic continued throughout 2022, with attention turning to restoring education systems and strengthening them using the lessons of the COVID-19 crisis to make them more resilient for the future. Nearly all of the 66 GPE emergency grants totaling US\$467 million had completed implementation by the end of 2022. Altogether, accelerated GPE grants benefited more than 76 million girls and boys in GPE partner countries and enabled training for nearly 230,000 teachers.

GPE's response as the scale of the crisis unfolded in 2020 emphasized urgency and flexibility. Partner countries could use GPE accelerated funding to shape their own responses to the pandemic's impacts on education.

Some countries, such as **Burundi** and **Lao PDR**, also used GPE support to emphasize hygiene and health messages in responding

to the pandemic, ensuring that thousands of students learned crucial lessons about how to protect themselves and their families while also keeping up with their studies.

Joint education sector reviews, that bring together government and their partners to monitor and course correct implementation of national education policies and plans, are slowly coming back after the disruptions of the COVID-19 pandemic that had cut the number by more than half, down from 33 in 2019. In 2022, 19 GPE partner countries organized joint sector reviews. **Mauritania** used its sector review to take stock of the actions taken by the various ministries and partners to support the continuation of primary and secondary education during the pandemic, and assess their reach and impact. Likewise, in **Togo**, the review served as a tool to assess the crisis response, draw lessons and agree on further action steps towards recovery.

Students wash their hands at Khokkham Primary School, Khokkham Village, Pak Ou District, Lao PDR.
GPE/Kelley Lynch



PAPUA NEW GUINEA

Throughout 2022, teachers worldwide faced daunting challenges in trying to help their students catch up the learning they had missed through weeks or even months of school closures during the pandemic. In Papua New Guinea, the government turned to tablet computers as one way to reengage students and tailor learning to their needs after long absences from class.

The government used accelerated funding from GPE's COVID-19 crisis response to advance its Education Emergency Response and Recovery Plan. One initiative, with support from UNICEF and the Australian government, was to introduce tablet computers loaded with educational software applications for trial at two dozen schools across Port Moresby. The tablets, provided and charged in a solar-powered case, helped students to catch up on their lessons and improve their learning experience at a time when many children struggled to make up for lost time at school. Each of the 24 schools received one kit with 40 tablets, each one capable of serving at least 20 students from different grades.

The tablets contain over 900 different learning software options ranging from short stories, textbooks, encyclopedias, educational games and up-to-date lesson plans designed by the students' teachers. Every student sets up an account on the tablet by filling in their grade, age, class and gender so that the smart device can tailor the contents specifically to the student's learning needs and grade. The trial will test the potential for digital technology to contribute to the ongoing resilience of Papua New Guinea's education system to adapt and respond to future crises.



Grade 5 student at Sevese Morea Primary School in Papua New Guinea uses a tablet.

UNICEF PNG/Josiah Kana

EDUCATION AND CLIMATE

From the flooding in Pakistan to droughts in the Horn of Africa, 2022 showed that the impacts of climate change are disrupting lives and livelihoods worldwide, creating an even more challenging learning environment for today's children. According to UNICEF estimates, around half the world's children—as many as 1 billion—were living in countries at “extremely high risk” for climate change impacts. Out of the top 60 countries ranked by UNICEF as having the highest children's climate risk in the world, 55 are GPE partners.

GPE has a strong track record in working with countries to build more resilient education systems, and is extending these efforts as climate change impacts mount. More than 30 GPE-funded grants, representing a third of existing grants, are supporting improved planning, policies or mechanisms for increased system preparedness and response to emergencies. Twenty-seven grants recognize barriers related to natural disasters or climate change and include activities to address and adapt to their impacts.

Mozambique and **Zimbabwe** have invested in rebuilding school infrastructure and water and sanitation facilities after damaging cyclones, while GPE funding to **Ethiopia and Somalia** financed school meals to cope with drought. **Djibouti** and **Madagascar** are using GPE support to modernize school infrastructure to reflect climate considerations. The **Maldives** has been developing safe shelters in schools.

In the past year, GPE also intensified its engagement with partner countries to better anticipate and address climate change in sector plans and policies, and to raise

the profile of this issue in dialogues with all partners across education. In **Somaliland**, GPE supported the review of an emergency response and contingency strategic plan now being applied in the face of these urgent challenges. GPE also worked with the authorities on a comprehensive assessment of the effects of drought on school operations as well as ways to improve capacity building. The aim was to give communities and education officials the resources to assist them in disaster risk reduction, emergency preparedness and response, contingency planning and in developing a safe schools framework.

GPE sent its first high-level delegation to COP27 in Egypt, including youth leader Mukhtar Halilu, to highlight the nexus between education and climate and to advance collaboration with partners such as **Save the Children** and the **Green Climate Fund** to accelerate climate-smart education programs.

The world urgently needs new and vibrant leadership to imagine and create education systems that are resilient and adaptive to emerging climate conditions. In June 2022, GPE co-hosted an event in the UK with representatives from **Nicaragua, Malawi, Cambodia, Zimbabwe** and **the Organisation of Eastern Caribbean States** to discuss the future of climate-smart education with donors, researchers, practitioners, youth advocates and climate specialists. GPE began to define the key elements of a climate-smart education system, including concrete examples of good practice from GPE partner countries as well as existing tools and guidance.

DROUGHT IN THE HORN OF AFRICA



Facing the worst drought in 70 years, education across the Horn of Africa has struggled to keep children in school and learning. In **Ethiopia**, about 9.9 million people are severely food insecure due to the drought. More than 3.5 million livestock have died, and millions of children are acutely malnourished, resulting in lower learning and the departure of up to 500,000 children from school, according to UNICEF estimates. An accelerated GPE grant of \$20 million, with Save the Children as grant agent, allowed more than 220,000 disadvantaged children across 13 of Ethiopia's hardest-hit districts to benefit from school feeding programs, water, sanitation and hygiene facilities and teacher training. A subsequent \$10-million grant in November continued to sustain school feeding after the accelerated funding concluded in September.

Students wash their hands in their Qansaxleey primary and secondary school playground in Dolow, Somalia.
UNICEF/UN0591253/Taxta

EDUCATION FINANCING

GPE continued to benefit from strong donor support throughout the year. The **United States** boosted its pledge by US\$45 million to an annual contribution of \$125 million, and **Japan** pledged \$8.5 million. **Denmark** and the **LEGO Foundation** joined forces to pledge a combined 100 million Danish kroner (around US\$15 million) to the **Girls' Education Accelerator**.

GPE also welcomed **Qatar** as a donor country, thanks to a March 2022 agreement that the Qatar Fund for Development will provide \$20 million to GPE through the **Education Above All Foundation**. The agreement also provides an additional commitment of \$30 million from Education Above All to cofinance country programs in conjunction with the GPE Multiplier.

Mobilizing funding through the GPE Multiplier

Across 2022, GPE and its partner countries used the innovative GPE Multiplier facility to leverage nearly \$1 billion in new investments in education, support that otherwise would not have emerged without the Multiplier's promise of matching finance. In May, GPE approved a \$30-million Multiplier allocation for **Rwanda** that mobilized \$100 million in cofinancing from the **World Bank**. The funding focused on basic education and activities set out by Rwanda in its education sector strategic plan.

At the same time, **Kenya** secured a \$50-million Multiplier along with a \$53.3-million system transformation grant to mobilize \$200 million in cofinancing from the **World Bank** and

\$10 million from the **LEGO Foundation**. Combined into a single program, this \$313.3-million investment is aligned with Kenya's partnership compact and focuses on quality teaching and learning, as well as pre-primary education.

By the end of 2022, **Tajikistan** had secured a \$10-million system transformation grant and a \$15-million Multiplier grant allocation to unlock \$45 million in cofinancing from the **Islamic Development Bank**, and ushered \$8 million from a new cofinancing partner: the **OPEC Fund for International Development**. These investments are to support the partnership compact's priority reform by focusing on improving national capacity to upgrade the learning environment and school infrastructure.

In another first, the **Inter-American Development Bank** became a Multiplier cofinancier by providing \$18.8 million to **Belize** that unlocked a further \$5-million Multiplier grant. The Inter-American Development Bank also became accredited to serve as the country's grant agent for this investment.

GPE also began rolling out the **ACG-Smart Education Financing Initiative**, which brings together the **Islamic Development Bank** and the **Arab Coordination Group**. Together with GPE, these financial development institutions will provide \$4 for every \$1 mobilized from the GPE Multiplier, up to \$400 million. Altogether, the leveraged ACG and GPE funds offer \$500 million in education financing for the 37 country members of the **Organization of Islamic Cooperation**.

Advocacy

With the pandemic receding as the foremost priority on the global agenda in 2022, GPE allied with its partners to keep the spotlight on the urgent need to mobilize funding to education, as budget pressures only intensified for most countries in the wake of the crisis. At a range of forums throughout the year, most notably at the Transforming Education Summit, GPE advocated for significant increases in investment in education by all stakeholders.

In a communiqué issued in advance of the Transforming Education Summit, education ministers representing more than 80 GPE partner countries called on the international community to use the September event to boost resources for education and improve efforts to harmonize and align support. They also pledged to sustain their efforts to generate greater political support across all levels—from local to global—for greater and more innovative financing.

GPE also joined more than 30 governments and organizations as a signatory to an open letter to the G20 to prioritize financing education at its leaders' summit toward the end of the year, reminding the world that inclusive and sustainable global growth depends heavily on strong education systems. Under Germany's presidency of the G7, GPE worked with partners across government and civil society to maintain a strong focus on girls' education in 2022, which was reflected in the leaders' communiqué, that the G7 "stand steadfast in our commitment to protecting and prioritizing girls' education."

The appointment in 2022 of Ghana's **President Nana Akufo-Addo** as the new GPE champion for education financing will aid GPE in bringing attention to the urgent need to boost support for learning. President Akufo-Addo will continue to enlist governments behind the Heads of State Declaration on Education Finance, which commits partner countries to allocating at least 20 percent of their annual public budgets to education, and to promoting equity, efficiency, improved learning outcomes and increased support for teachers.

During 2022, GPE has worked to leverage support from the business community to support the **Ukraine Ministry of Education** in ensuring continued access to education for children. Altogether, the in-kind support for Ukraine will secure a Multiplier grant of \$25 million combined with a cofinancing package of matched value at \$25 million, which was negotiated between the Ministry, **Microsoft** and **Google**, and mostly consisting of support such as free software licenses, capacity building, expertise, teacher training and device donation.

GPE BOARD OF DIRECTORS

GPE has a 40-member constituency-based multi-stakeholder Board of Directors.¹




The GPE Board of Directors met in Paris, France in December 2022.
GPE/Emmanuelle Jacobson-Roques

Africa 1	Edgar Moyo, Deputy Minister of Primary and Secondary Education, Zimbabwe Alternate: Farah Sheikh Abdulkadir, Federal Minister of Education, Culture and Higher Education, Federal Republic of Somalia
Africa 2	Komla Dodzi Kokoroko, Minister of Primary, Secondary and Technical Education and Crafts, Togo Alternate: Moussa Kadam, Minister of National Education and Civic Promotion, Chad
Africa 3	David Moinina Sengeh, Minister of Basic and Senior Secondary Education, Sierra Leone Alternate: David Adejo Andrew, Permanent Secretary in the Federal Ministry of Education, Nigeria
Asia and Pacific	Ramkrishna Subedi, Government of Nepal, Ministry of Education, Science and Technology, Nepal Alternate: Aishath Ali, Minister of Education, Republic of Maldives
Eastern Europe, Middle East, Central Asia	Usman Sharifxodjayev, First Deputy Minister of Public Education, Uzbekistan Alternate: Saidzoda Rahim, Minister of Education and Science, Tajikistan
Latin America and the Caribbean	Didacus Jules, Director General, Organization of Eastern Caribbean States, Saint Lucia Alternate: Daniel Esponda, Minister of Education, Honduras
Donor 1	Interim: Frederic Depetris, Deputy Head of the Human Development Department, Ministry for Europe and Foreign Affairs, France Alternate: Martina Ramming, Head of Education, Swiss Agency for Development and Cooperation, Federal Department of Foreign Affairs, Switzerland
Donor 2	Line Friberg Nielsen, Chief Technical Advisor, Ministry of Foreign Affairs, Denmark Alternate: Per Magnusson, Senior Programme Specialist, Swedish International Development Cooperation Agency, Sweden

1. This list is as of December 31, 2022. More information is available at: <https://www.globalpartnership.org/who-we-are/board>.

Donor 3	Judith Herbertson, Head of the Girls' Education Department, Foreign, Commonwealth and Development Office, United Kingdom Alternate: Louise Holt, Director General, Social Development, Global Affairs, Canada
Donor 4	Camilla Fossberg, Policy Director, Education, Ministry of Foreign Affairs, Norway Alternate: Rashid Al Shamsi, Director, Technical Cooperation, Ministry of Foreign Affairs and International Cooperation, United Arab Emirates
Donor 5	Martin Seychell, Deputy Director, General Directorate for Human Development, Migration, Governance and Peace and Resources, European Commission, Belgium Alternate: Heike Kuhn, Head of Division, Education, Federal Ministry for Economic Cooperation and Development, Germany
Donor 6	LeAnna Marr, Deputy Assistant Administrator, United States Agency for International Development, United States Alternate: Aedan Whyatt, Assistant Secretary, Global Programs and Partnerships Branch, Australia's Department of Foreign Affairs and Trade, Australia
CSO 1	Kira Boe, Education Co-Lead, Oxfam, Denmark Alternate: Yona Nestel, Education Policy and Advocacy Lead, Plan International, Canada
CSO 2	Solange Akpo-Gnandi, Regional Coordinator, Africa Network Campaign on Education for All, Senegal Alternate: Abeer Darwazeh, Capacity Building and Learning Coordinator, Arab Campaign for Education for All, West Bank and Gaza
CSO 3	Haldis Holst, Deputy General Secretary, Education International Alternate: Dennis Sinyolo, Regional Director, Educational International, Africa Region
Private Sector	David Boucher, Partner, Reed Smith LLP and Secretary and Safeguarding Director, Executive Board, Global Business Coalition for Education Alternate: Emily Friedman, Head of Business Investment for Education Impact, Global Business Coalition for Education
Private Foundations	Alternate: Carolyn Ng'eny, Program Officer, Firelight Foundation
Multilateral Agency 1	Stefania Giannini, Assistant Director General, Education, UNESCO Alternate: Valerie Guarnieri, Assistant Executive Director, World Food Programme
Multilateral Agency 2	Robert Jenkins, Global Director, Education and Adolescent Development, UNICEF Alternate: Becky Telford, Officer in Charge, Deputy Director and Chief of Education Section, Division of Resilience and Solutions, UNHCR
Multilateral Agency 3	Luis Benveniste, Regional Director, Human Development, Latin America and the Caribbean, World Bank Alternate: Syed Quadri, Acting Director, Resilience and Social Development Department, Islamic Development Bank



Cover photo: Talbakzoda Saidakbar and Giyosova Mohtovbi look at a textbook in their classroom at School 51 in Kulob, Khatlon Region, Tajikistan.

GPE/Kelley Lynch

Published by the Global Partnership for Education
May 2023

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